

FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.SCEOC.ORG

803-245-3044

803-245-3053

803-245-9400

YES

82.8%

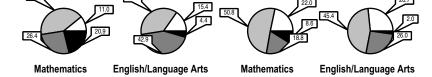
83.7%

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003 2004	Excellent	Excellent	Yes

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents
Number of surveys returned	37	92	59
Percent satisfied with learning environment	76.5%	90.2%	91.2%
Percent satisfied with social and physical environment	82.9%	89.1%	79.3%

64.9%

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Percent satisfied with home-school relations

Richard Carroll Primary 501003 PACT PERFORMANCE BY GROUP olo Proficient and State Objective July of Testing olo Belom Baeic olo Proficient olo Advanced Advanced olo Tested olo Basic English/Language Arts All students 42.9 98 100.0 15.4 37.4 4.4 47.3 17.6 Gender Male 48 100.0 26.7 35.6 35.6 2.2 37.8 17.6 Female 100.0 4.3 39.1 50.0 6.5 56.5 17.6 50 Racial/Ethnic Group 100.0 14.9 27.7 48.9 8.5 57.4 17.6 White 50 African-American 100.0 15.9 47.7 36.4 N/A 36.4 17.6 48 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 17.6 Hispanic 17.6 0.0 N/A N/A N/A N/A N/A N/A American Indian/Alaskan 0.0 N/A N/A N/A N/A N/A 17.6 N/A Disability Status Not disabled 100.0 34.2 48.7 53.9 79 11.8 5.3 17.6 Disabled 19 100.0 33.3 53.3 13.3 N/A 13.3 17.6 Migrant Status Migrant 0.0 N/A N/A N/A N/A N/A 17.6 N/A Non-migrant 98 100.0 15.4 37.4 42.9 4.4 47.3 17.6 English Proficiency Limited English proficient N/A N/A N/A N/A N/A N/A 0.0 17.6 Non-limited English proficient 100.0 15.4 37.4 42.9 4.4 47.3 17.6 98 Socio-Economic Status Subsidized meals 100.0 20.8 41.5 37.7 N/A 37.7 17.6 60 Full-pay meals 38 100.0 7.9 31.6 50.0 10.5 60.5 17.6 Mathematics All students 98 100.0 11.0 41.8 26.4 20.9 47.3 15.5 Gender Male 100.0 20.0 26.7 15.6 42.2 48 37.8 15.5 Female 100.0 2.2 45.7 26.1 26.1 52.2 15.5 50 Racial/Ethnic Group White 100.0 10.6 31.9 34.0 23.4 57.4 15.5 50 African-American 48 100.0 11.4 52.3 18.2 18.2 36.4 15.5 Asian/Pacific Islander N/A 0.0 N/A N/A N/A N/A N/A 15.5 Hispanic N/A N/A N/A N/A 15.5 N/A 0.0 N/A American Indian/Alaskan N/A 0.0 N/A N/A N/A N/A N/A 15.5 Disability Status Not disabled 100.0 7.9 31.6 23.7 55.3 15.5 79 36.8 Disabled 100.0 26.7 66.7 6.7 15.5 19 N/A 6.7 Migrant Status N/A N/A N/A N/A 15.5 Migrant N/A 0.0 N/A 47.3 Non-migrant 98 100.0 11.0 41.8 26.4 20.9 15.5 English Proficiency

Abbreviations for Missing Data

N/A

11.0

13.2

7.9

N/A

98

60

38

0.0

100.0

100.0

100.0

Limited English proficient

Non-limited English proficient

Socio-Economic Status

Subsidized meals

Full-pay meals

N/A

41.8

54.7

23.7

N/A

26.4

22.6

31.6

N/A

20.9

9.4

36.8

N/A

47.3

32.1

68.4

15.5

15.5

15.5

15.5

Richard Carroll Primary										
PACT PERFORMANCE BY GRADE LEVEL										
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	Em.	084 0	0/0		/		0/0/	/		
A Consider			Englis	n/Langua		0.0				
Grade		N/A	25.5	43.4	30.2	0.9	31.1			
Grade	4 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	5 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	6 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	7 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	8 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
▲ Grade	3 98	100.0	15.4	37.4	42.9	4.4	47.3			
Grade	4 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
g Grade	5 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade Grade	6 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	7 N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade	8 N/A	N/A	N/A	N/A	N/A	N/A	N/A			

				M	athematio	S		
	Grade 3	106	N/A	14.2	51.9	26.4	7.5	34.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	98	100.0	11.0	41.8	26.4	20.9	47.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE			Elementary	
C	Our School	Change from Last Year	Schools with Students Like Ours	Median Elementary School
Students (n= 384)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.1%	Down from 12.6%	2.7%	2.4%
Attendance rate Meeting grade 1 and 2 readiness standards	96.3%	Down from 96.9%	95.7%	95.9%
	N/A	N/A	N/A	N/A
Eligible for gifted and talented On academic plans	11.5%	Up from 6.4%	12.3%	13.2%
	N/A	N/A	N/A	N/A
On academic probation With disabilities other than speech	N/A	N/A	N/A	N/A
	4.1%	Down from 6.4%	8.4%	8.0%
Older than usual for grade	3.4%	Down from 4.3%	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 38.9%	47.1%	50.0%
Continuing contract teachers	97.1%	Down from 100.0%	86.2%	85.3%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	r 96.2%	Down from 97.0%	86.9%	86.2%
Teacher attendance rate Average teacher salary	93.9%	No change	95.2%	95.3%
	\$39,611	Down 0.6%	\$39,468	\$39,909
Prof. development days/teacher	14.4 days	Up from 9.2 days	11.5 days	11.4 days
School				
Principal's years at school	9.0	Up from 7.0	4.0	4.0
Student-teacher ratio	16.3 to 1	Up from 14.4 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 89.6%	89.4%	89.7%
Dollars spent per pupil*	\$6,408	Up 1.4%	\$5,649	\$5,892
Percent spent on teacher salaries* Opportunities in the arts	72.7%	Up from 71.9%	66.7%	66.6%
	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 98.6%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes
			,	,

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was a great year for the students and staff of Richard Carroll Primary School. We received our second annual school report card, which graded us at the "Excellent" level. Major instructional changes were made at the second and third grade levels by departmentalizing these grades. Teachers were assigned to teach Math, English Language Arts, or Science and Social Studies. This change allowed teachers to specialize in one core area and better meet the challenge of covering all the necessary state and national standards. The first grade, kindergarten and early childhood classes continued to use the self-contained format. We extended our efforts in remediation by establishing a "transition class" at the first grade level and "transition and accelerated classes" at the second and third grade levels.

The 2002-2003 school year accomplished great things in other areas. This year marked the third year of implementation of our second five-year strategic plan. We continue to make progress in meeting the goals of this plan. Mrs. Jane Heath Smith was elected as our RCPS "Teacher of the Year." Three teachers are pursuing national certification. Our students participated in the Accelerated Reader and RCPS Reading Honor Roll program, the Salkehatchie Essay Contest, the SRS Safety Art Contest, and the Toys for Tots Holiday Program. The students also presented the annual Black History Program in February and we had 100% participation in our annual Christmas Parade.

We are very proud of what has been accomplished during the 2002-2003 school year and we are excited about the future at Richard Carroll Primary School.

Randall L. Maxwell Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.